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ABSTRACT

The study explored whether combinations of child care arrangements and sociodemographic characteristics were associated with kindergarten readiness, similar to the common effects for formal preschool intervention programs. The profile of preschool nonattenders was compared to kindergarten students within the same school who attended formal preschool programs. A sample of 579 kindergarten students with no significant preschool experience was identified at 23 schools. A Day Care Survey mailed to parents was used to collect information on the description and the educational dimensions of the alternative child care arrangement used by parents during the day on weekdays, the year preceding the child's enrollment in kindergarten. The reports of assessment results for the Developmental Indicators for the Assessment of Learning (DIAL) and the Ready Steps Language Survey were used as measures of kindergarten readiness. The findings indicated that certain combinations of sociodemographic characteristics and educational dimensions of the alternative child care arrangement were associated with a high level of kindergarten readiness; and that kindergarten students with this combination of variables in the alternative child care setting demonstrated a level of readiness equal to the average for students within the same school who attended formal preschool programs. (Author/PCB)

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The Preschool Nonattenders: The Relationship of Alternative Child Care Arrangements to Kindergarten Readiness

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The Preschool Nonattenders: The Relationship of Alternative Child Care Arrangements to Kindergarten Readiness

ABSTRACT

Current educational practices related to the concept of readiness are based upon the maturationist ideas of Gesell and others. The educational practices are based on the assumption that given a supportive teacher and a nurturant environment, the child will perform expected, age-related behaviors.

Research has shown that formal preschool intervention programs share a common effect, despite the wide diversities in intervention sites, age at intervention, length of intervention, and curricula models (Goldring and Presbrey, 1984). Yet, a large number of children do not benefit from the formal preschool intervention programs for a variety of reasons associated with availability and affordability of child care resources and family preference.

Since the implementation of the full-day kindergarten program in the Atlanta Public Schools in 1980-81, the trend of enrollment revealed that an average of 2,150 children (43 percent) entered kindergarten each year with no significant formal preschool experience. For the kindergarten class of 1986-87, approximately 2,617 (45 percent) of the 5,873 students reported no significant formal preschool experience.

As families employed alternatives to formal preschool programs in the center/home/group-based delivery models, much diversity was anticipated in the alternative child care arrangements, and children benefiting from these arrangements entered kindergarten at varying levels of readiness. The study explored whether combinations of child care arrangements and sociodemographic characteristics were associated with kindergarten readiness, similar to the common effects for formal preschool intervention programs. The profile of preschool nonattenders was compared to kindergarten students within the same school who attended formal preschool programs.

A sample of 579 kindergarten students with no significant preschool experience was identified at 23 schools. A Day Care Survey mailed to parents was used to collect information on the description and the educational dimensions of the alternative child care arrangement used by parents during the day on weekdays, the year preceding child's enrollment in kindergarten. The reports of assessment results for the Developmental Indicators for the Assessment of Learning (DIAL) and the Ready Steps Language Survey were used as measures of kindergarten readiness.

The findings indicated that certain combinations of sociodemographic characteristics and educational dimensions of the alternative child care arrangement were associated with a high level of kindergarten readiness; and that kindergarten students with this combination of variables in the alternative child care setting demonstrated a level of readiness equal to the average for students within the same school who attended formal preschool programs.

The Preschool Nonattenders: The Relationship of Alternative Child Care Arrangements to Kindergarten Readiness

INTRODUCTION

Increased emphasis is placed on the importance of developmental programs for the early childhood years, as demonstrated by the proliferation of preschool programs, four-year-old programs, and state-supported full-day kindergarten programs. Program evaluations show that such programs raise the level of school readiness and performance, and prepare children for entry into the formal instructional setting of the school.

Formal preschool intervention programs share a common effect, despite the wide diversities in intervention sites, age at intervention, length of intervention, and curricula models (Goldring and Presbrey, 1984).

Students varying in their readiness to profit from instruction are said to differ in aptitude. Not only cognitive ability but relevant prior instruction, motivation, and specific interactions of these and other learner considerations with features of the curriculum and instruction, will affect academic growth (Cronback and Snow, 1977). Differential achievement is also to be expected because students enjoy varying levels of out-of-school support for learning. Not only may parental support and expectations influence student motivation and effort, but some parents may share directly in the tasks of instruction (Hinkley, Beal, Breglio, Haertel and Wiley, 1979).

A large number of children do not benefit from the formal preschool intervention programs for a variety of reasons. The Georgia Department of Human Resources (1985) cited that there may be an adequate number of day care resources, but there is a major problem in coordinating parents' child care needs with available resources. There is only fragmented efforts to establish resources and referral systems. Research Atlanta's analysis of child care issues in metropolitan Atlanta, Georgia (1983), revealed four

problem areas: Difficulty in locating child care for infants, affordability and availability of child care for low-income families, the need for child care for elementary school-age children after school, and parents' lack of knowledge as consumers of child care.

The U. S. Census Bureau noted that recent changes in women's labor force behavior have resulted in a shift to care outside the home, either in an unrelated person's home or in group care centers. There are limited comprehensive data on the need for or the uses made of child care services in the U. S. It is argued that increased labor force participation of women indicated an increased need for day care programs. Data from the Bureau of Labor Statistics (1985) showed that the labor force participation rate of married mothers, with husband present and children under age 18, increased markedly from 1950 to 1984 (18.4 percent to 58.8 percent). Data from the Bureau of Labor Statistics (BLS) also indicated that in March 1984, 52.1 percent of women (regardless of marital status) with children under age 6 were in the labor force; and that 47.7 percent of those with children under age 3 were in the labor force. The Bureau reported that more than 9 million children under age 6 (or nearly half the children in the U. S. in that age group) were in households where the mother was in the labor force.

The recent strong interest in school assessment as a part of the accountability movement addressed such issues as what schools are doing, should do, and can do to enhance student learning; and are schools doing the best job with this task as can be expected. A second area of interest was the role of the parents and the home in the educational accountability issue.

This study developed out of the school system's posture of seeking data and information for decision-making regarding some of the issues facing public education. Public schools must serve both the population of students who attended formal preschool programs as well as those who were from the alternative child care delivery system. Public education would benefit from more knowledge about the social and learning environments of the preschool settings. Research findings would enable the schools to

recognize and support those strengths which the preschool students from various child care delivery systems bring to the school setting, and develop more meaningful plans for structuring the kindergarten learning environment.

RESEARCH PROBLEM

There is great variety in the types of child care provided to children, great variability in the methods of child care delivery, and diverse patterns of usage by families. While this diversity allows for the accommodation of different needs of families and their children, there is concern for the large number of families for which child care options are limited or non-existent.

Since the implementation of the full-day kindergarten program in the Atlanta Public School System in 1980-81, the trend of enrollment revealed that 17 percent of the students received day care experiences from the Atlanta Public Schools' federally subsidized day care program (Title XX). Forty percent were from community-based child care programs, and 43 percent reportedly entered kindergarten with no significant formal preschool experience. From an average class enrollment of slightly over 5,000 students, approximately 2,150 children entered kindergarten each year with no formal preschool experience from 1980 to 1986. For the kindergarten class of 1986-87, approximately 2,617 of 5,873 students (45 percent) reportedly entered kindergarten with no significant formal preschool experience.

A child care delivery system is a network in which services are brought to the users or made available, accessible, and affordable to the users. The delivery system includes the physical setting and environment in which child care occurs, the personnel or caregiver who provides the care, and the standards by which the child care services are implemented. For the purpose of the study, alternative child care delivery system is defined as those methods and arrangements employed by families for child care outside of the formal, conventional child care delivery system which includes center-based, home-

based, or group-based delivery models. Child care may be provided by the parent(s) or outside of the parent-child bond through child care arrangements in the child's home or away from the child's home.

As families employ alternatives to formal preschool programs, much diversity is anticipated in the alternative child care arrangements, and children benefiting from these arrangements enter kindergarten at varying levels of readiness for school.

The study explores whether combinations of child care arrangements and sociodemographic characteristics are associated with the level of school readiness of kindergarten students, similar to the common effects for formal preschool intervention programs.

The study aimed to identify and measure the variables of the alternative child care arrangements which operated effectively across child care settings to produce educational benefits for children. The factors potentially associated with student readiness for kindergarten, and the role of these factors in explaining student performance were examined. The study served to determine additional variables for further research in order to provide useful information to educators for structuring the learning environment in kindergarten.

Three assumptions formed the basis for the study: That a combination of sociodemographic characteristics and the educational dimensions of the in-home setting for the alternative child care arrangement was associated with a high level of readiness on the Ready Steps Language Survey, that a combination of sociodemographic characteristics and the educational dimensions of the away-from-home setting for the alternative child care arrangement was associated with a high level of readiness on the Ready Steps Language Survey; and that kindergarten students with the identified combination of variables in the alternative child care setting would demonstrate a level of readiness equal to the average for students within the same school who attended formal preschool programs.

METHOD

Subjects

The enrollment records for 2,617 students (45 percent) in the 1986-87 kindergarten class of the Atlanta Public Schools indicated that students received no significant formal preschool experience prior to entering school.

The percentage of students receiving free or reduced-priced lunches was used as a socioeconomic index to stratify the 82 elementary schools for random selection. A sample of 579 students with no significant formal preschool experience was selected from 23 elementary schools.

Procedures

The kindergarten preassessment program was geared toward measuring the functional level of students through health screenings for vision, hearing, and dental; assessment of gross motor and fine motor skills and pre-reading readiness.

The two types of measures used in the study were instruments to assess kindergarten readiness and a Day Care Survey to parents.

The Developmental Indicators for the Assessment of Learning (DIAL) was a screening instrument designed to assess the four functional areas of gross motor skills, fine motor skills, concepts, and communication. The Ready Steps Language Survey was an individually administered diagnostic test to determine the child's readiness for the Houghton Mifflin's Getting Ready To Read program or other pre-reading programs. The instrument consisted of ten subtests — one for each of the ten skill areas considered prerequisite to pre-reading: auditory discrimination, following oral directions, instructional language, general vocabulary, oral language development, listening comprehension, sequencing, categorizing, using oral context, and letter form discrimination.

Each student entering kindergarten is individually screened with the gross motor and fine motor subtests of the DIAL. Each child is subsequently assessed on the Ready Steps

Language Survey. If the child had difficulty (nonmastery) for the first three subtests — auditory discrimination, following oral directions, and instructional language — the recommended procedure is that the child would receive remediation for these subtest items before proceeding with the assessment of the remaining subtests on the Ready Steps Language Survey. Further diagnosis is done with the concepts and communication subtests of the DIAL. The DIAL and the Ready Steps Language Survey were administered by classroom teachers as initial screenings in the fall of the school year for entering kindergarten students.

The Day Care Survey was a mailed, self-administered instrument which asked parents of the sample students to describe the child care arrangement made for their child, during the day on weekdays, the year before child was enrolled in kindergarten.

The survey solicited information about five aspects of the alternative child care arrangement: (1) whether child care was provided in child's home or away from child's home; (2) the characteristics of the caregiver(s) in terms of relationship to the child and his family, number of caregivers, and the nature of the informal or formal agreement between family and caregiver(s); (3) the educational dimensions of the child care setting in terms of the presence or absence of furnishings, equipment, materials and supplies determined by the Child Development Section of the Georgia Department of Human Resources as essentials to the quality of the learning environment for preschoolers; (4) the need for child care and the reason for the choice of child care arrangement; and (5) the general satisfaction with the child care arrangement, and whether another child care option would have been preferred.

FINDINGS

One interest in the study was to describe the child care settings which families employed as alternatives to the formal, more conventional day care in center-based, home-based, or group-based delivery models. The alternative child care delivery system described in the study includes care provided by the parent(s)/guardian(s) and outside of the parent-child bond through child care arrangements in the child's home or away from the child's home.

What were the descriptive characteristics of the alternative child care arrangements?

The descriptive statistics from the Day Care Survey regarding the place of child care, who provided the child care, the number and ages of the children in the child care setting, the number of adult caregivers, and the nature of the child care arrangement are presented in Table 1.

Insert Table 1 about here

As the distribution in Table 1 indicates, most of the families employed child care arrangements in the child's home (73 percent), with the parent(s) or guardian(s) as the primary caregiver (83 percent). In the absence of the parent-child bond, care was provided by other family members and babysitters/housekeepers. When care was provided during the day on weekdays, the number of children in in-home care consisted of the kindergarten child only for 26 percent of the families and from 2 to 3 children for 59 percent of the families. From the description of the number of children at the place of child care and the ages of the children, about one-half were ages 3 to 5, with few infants (7 percent), toddlers (13 percent), and some older children (21 percent). The children in

the in-home child care settings were cared for primarily by one adult caregiver (53 percent) during the day on weekdays, and with 30 percent of the settings consisting of two adult caregivers.

Families who employed child care arrangements away from the child's home depended primarily on other family members (24 percent) or babysitters/housekeepers (24 percent). The other child care arrangements were made with friends or neighbors (14 percent), in the home of another family (8 percent), at parent's work place (16 percent), or other combinations of care involving multiple caregivers (14 percent). The combination of child care arrangements during the day on weekdays represented split days between parent(s)/guardian(s) and other family members; parent(s)/guardian(s) and babysitters, drop-in or half-day nursery, and parents who worked part-time. The away-from-home child care arrangements represented larger groupings of children than the in-home care, ranging from 1 to 5 children for 50 percent of the child care settings. From explanations on the Day Care Survey, about one-third of the families employing away-from-home child care alternatives indicated that their children had been exposed to child care settings of 10 or more children at some time during the year preceding enrollment in kindergarten. This group probably consisted of students who had group-based preschool experience for less than six months, or for a lesser period than the type of care employed most of the time.

When families employed child care arrangements in child's home or away from child's home with persons other than the parents or guardians, the reason stated most often was that child care was needed for employment (68 percent). Fourteen percent of the families needed child care because of school or job training of parents or guardians. Other reasons were the education of the child or a combination of factors necessitating child care. A small proportion of the sample (6 percent) had illness, disability or family problems which necessitated child care away from child's home.

DESCRIPTIVE STATISTICS

TABLE 1

ALTERNATIVE CHILD CARE ARRANGEMENTS IN CHILD'S HOME AND AWAY FROM CHILD'S HOME CHILD CARE SURVEY SAMPLE (N=136)

Descriptive Variable	Place of Child Care: In Child's Home N	In Child's Home %	Away From Child's Home N	Away From Child's Home %	Total N	Total %
Type of Caregiver						
Parent or guardian	82	83	0	0	82	60
Other family member	10	10	9	24	19	14
Baby sitter or housekeeper	3	3	9	24	12	9
Friend or neighbor	0	0	5	14	5	4
In home of another family	0	0	3	8	3	2
Parent's work place	0	0	6	16	6	4
Multiple caregivers	4	4	5	14	9	7
Total Reporting	99	73	37	27	136	100
Number of Children						
Kindergarten child only	26	26	5	14	31	24
2 to 3 children	58	59	8	22	66	51
4 to 5 children	9	9	5	14	14	11
6 to 7 children	1	1	3	8	4	3
8 to 9 children	0	0	2	6	2	1
*10 or more children	0	0	*13	35	13	10
Total Reporting	94	72	36	28	130	100
Ages of Children						
Less than 1 year	10	7	9	15	19	10
1 through 2 years	17	13	18	29	35	18
3 through 5 years	79	59	26	43	105	54
6 years or older	28	21	8	13	36	18
Total Reporting	134	69	61	31	195	100
Number of Adult Caregivers						
1 adult	52	53	15	39	67	51
2 adults	29	30	7	18	36	27
3 adults	7	7	4	11	11	8
4 adults	7	7	2	5	9	7
5 or more adults	0	0	9	24	9	7
Total Reporting	95	72	37	28	132	100

*Children who had short-term, group-based day care.

Descriptive Variable	Place of Child Care: In **Child's Home N	In **Child's Home %	Away From Child's Home N	Away From Child's Home %	Total N	Total %
Why Child Care Was Needed						
Employment of parent/guardian	10	59	27	73	37	68
School or job training	2	12	6	16	8	14
Illness, disability, or family problems	2	12	1	3	3	6
Education of child	1	5	2	5	3	6
Other	2	12	1	3	3	6
Total Reporting	17	31	37	69	54	100
Number of Days Per Week						
1 to 2 days	2	15	1	3	3	6
3 to 4 days	1	8	4	10	5	10
5 days	7	54	31	84	38	76
More than 5 days	2	15	0	0	2	4
Other	1	8	1	3	2	4
Total Reporting	13	26	37	74	50	100
Number of Hours Per Day						
Between 1 and 3 hours	2	13	3	8	5	10
Between 3 and 5 hours	2	13	5	13	7	13
Between 5 and 7 hours	2	13	4	11	6	11
Between 7 and 9 hours	8	54	20	54	28	54
More than 9 hours	1	7	5	14	6	12
Other	0	0	0	0	0	0
Total Reporting	15	29	37	71	52	100
Number of Months						
Less than 6 months	2	15	1	3	3	6
6 months to 1 year	3	23	14	38	17	34
More than 1 year	6	47	19	51	25	50
Other	2	15	3	8	5	10
Total Reporting	13	26	37	74	50	100
Meals Provided						
Breakfast	9	23	29	25	38	25
Morning snack	7	18	14	12	21	14
Lunch	11	29	36	31	47	30
Afternoon snack	6	15	27	23	33	21
Dinner	6	15	10	9	16	10
None	0	0	0	0	0	0
Total Reporting	39	25	116	75	155	100

**Children in care of person other than parent or guardian.

Descriptive Variable	Place of Child Care: In **Child's Home N	In **Child's Home %	Away From Child's Home N	Away From Child's Home %	Total N	Total %
Transportation Provided						
Parent or guardian			29	78	29	78
Other family member			3	8	3	8
Child care program or person			3	8	3	8
Other			2	6	2	6
Total Reporting	0	0	37	100	37	100
Cost of Child Care						
$1 to $10 per week	1	8	3	8	4	8
$11 to $20 per week	2	14	6	16	8	16
$21 to $30 per week	3	21	10	27	13	25
$31 to $40 per week	3	21	12	33	15	29
More than $40 per week	2	14	3	8	5	10
No cost	3	22	3	8	6	12
Other	0	0	0	0	0	0
Total Reporting	14	27	37	73	51	100

**Children in care of person other than parent or guardian.

Child care both in-home and away-from-home was provided primarily for 5 days per week (76 percent) and lasted for 7 to 9 hours per day (54 percent). The varied needs and preferences of the families indicated that 16 percent used child care less than 5 days per week and 4 percent had child care arrangements for more than 5 days per week. Correspondingly, the hours of child care varied from less than a typical 8-hour workday (36 percent) to more than 9 hours per day (12 percent). Families used these arrangements from 6 months to more than a year prior to child's enrollment in kindergarten, and families depended upon the child care setting to provide children with their nutritional needs (breakfast, lunch, and afternoon snack). About 10 percent of the children were at the child care setting at dinner time.

Transportation to and from the child care settings was provided most of the time by the parents or guardians (78 percent) other family members, or a shared arrangement between the parents and one of the other transportation sources. The usual cost per week for child care in the in-home and away-from-home settings clustered in the range of 21 to 30 dollars (25 percent) and 31 to 40 dollars (29 percent). Comments on the Day Care Surveys indicated that the cost often included more than one child. While 24 percent of the families paid 20 dollars or less per week for child care, 10 percent paid more than 40 dollars and 12 percent had child care arrangements at no cost. There was no apparent difference in the usual cost of alternative child care when provided by someone other than the parents or guardians.

What was the relationship of the educational dimensions of the alternative child care arrangements to kindergarten readiness?

The second intent of the study was to explore the educational dimensions of the child care settings to identify factors potentially associated with student readiness for kindergarten. The child care survey solicited information about the presence or absence

of equipment, materials, and furnishings determined by the Child Development Section of the Georgia Department of Human Resources as essentials to the quality of the learning environment for preschoolers. The Department further considered the training, qualification, and the role of the caregiver a basic ingredient in structuring the quality of the child care environment.

Data in Table 1 indicated that the persons who cared for the child in the absence of the parent-child bond were other family members, babysitter or housekeeper, friend or neighbor, in the home of another family, at the parent's work place, and sometimes a combination of these caregivers. Families indicated that the statements which best described the caregiver(s) and the nature of the informal or formal child care agreement were as follows:

- 41 percent of the caregivers asked the families for information to fill out an enrollment or registration form.
- 44 percent of the caregivers asked for a health statement for the child.
- 56 percent of the caregivers discussed the daily schedule with the parents.
- 81 percent of the caregivers discussed with the parents what action was to be taken for illness or emergency of the child.
- 59 percent of the caregivers discussed with parents how the child was to be disciplined.
- 61 percent of the caregivers discussed with the parents the things that the child was learning.
- 39 percent of the caregivers gave parents activities to do with the child at home.
- 48 percent of the caregivers discussed his or her training or experience in child care with the parents.
- 35 percent of the caregivers had a current license or certificate to operate a child care service.

The quality of the learning environment and the training and qualification of the caregiver are considered to be factors which distinguish a child care setting conducive to growth, development, and learning from custodial care. Families who employed alternative child care arrangements away from the child's home indicated that virtually all of the recommended basic types of child care equipment, materials, supplies, and furnishings were a part of the child care setting, either during child's short-term stay in group-based care or in the combination of settings utilized.

Insert Table 2 about here

When a comparison is made of the place of child care and student performance on the kindegarten readiness assessment, children from the away-from-home child care settings scored higher, on the average, than students from the in-home child care settings. While there was no statistically significant difference between the two groups, the distribution allowed for the examination of the similarities and differences in scoring pattern. Students in both groups had lower assessment scores for skill no. 3, instructional language; skill no. 5, oral language development; and skill no. 7, sequencing.

In examining the data for families who provided care in child's home, there were variations in the types and number of items of equipment, materials, and furnishings which were present in the child care setting.

Insert Table 3 about here

Table 3 summarizes the Day Care Survey responses for in-home child care arrangements, and provides chi-square measure of association between the presence of recommended basic child care equipment, materials, and furnishings in the in-home child care setting and performance on the kindergarten readiness assessment. The distribution

TABLE 2

PLACE OF CHILD CARE AND STUDENT MASTERY OF READY STEPS LANGUAGE SKILLS
CHILD CARE SURVEY SAMPLE (N=136)

Ready Steps Language Survey Skill	Child Care In Child's Home		Child Care Away From Child's Home		Total Students Mastering Skill	
	N	%	N	%	N/Total	%
Auditory Discrimination	73	80	32	94	105/125	84
Following Oral Directions	84	97	34	100	118/121	98
Instructional Language	49	55	25	74	74/123	60
General Vocabulary	74	90	34	100	108/116	93
Oral Language Development	47	57	25	76	72/115	63
Listening Comprehension	57	70	27	82	84/115	73
Sequencing	41	50	21	62	62/116	53
Categorizing	71	87	32	94	103/116	89
Using Oral Context	60	73	30	91	90/115	78
Letter Form Discrimination	73	94	32	94	105/112	94

* Indicates a Chi-Square Value Significant at $P < .05$

TABLE 3

STUDENT MASTERY OF READY STEPS LANGUAGE SURVEY SKILLS
BY EQUIPMENT AND MATERIALS IN CHILD CARE SETTING
DAY CARE SURVEY SAMPLE (N=136)

IN CHILD'S HOME Equipment and Materials In Child Care Setting	Percent of Students Mastering Skill																	
	Skill 1		Skill 2		Skill 3		Skill 4		Skill 5		Skill 6		Skill 7		Skill 8		Skill 9		Skill 10	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Child-size tables, chairs, or furnishings	84	77	95	98	58	52	90	91	74*	42	80	61	67*	35	97*	77	82	65	100	88
Blocks, balls, hoops, puzzles, or peg board and pegs	82	74	96	100	55	55	89	95	62	43	72	62	56	33	90	76	74	71	97	85
Lego, tinker toys, or beads and string	84	75	96	97	62	46	91	89	69*	43	82*	54	62*	35	98*	73	82	62	98	89
Transportation toys (truck, train, airplane, or wagon)	80	81	98	92	56	54	90	92	59	54	72	63	60*	25	91	75	74	71	96	87
Paint, crayons, clay, or glue	74	82	96	100	57	47	89	94	64*	33	73	56	53	39	94*	61	77	61	97	83
Pencils, paint brushes, or child-size scissors	83	72	97	96	57	50	88	96	63	41	75	55	52	46	93*	68	77	64	96	86
Paper for writing, drawing, painting, or cutting	83	70	97	95	58	45	89	95	65*	32	71	63	51	47	94*	63	75	68	97	84
Dolls, doll clothing, dress-up clothing, or costumes	84	75	96	97	63	43	88	94	68*	41	72	66	52	47	94*	75	74	72	96	91
Housekeeping toys (stove, sink, refrigerator, pots, pans, broom, mop, or dust pan)	86	75	98	96	62	48	88	93	63	52	75	64	50	50	95	79	73	74	95	93
Picture books, story books, or magazines	83	69	97	93	55	53	88	100	62	36	71	64	52	43	90	71	74	71	96	86
Puppets, flannel board, story or picture cut-outs	84	78	97	96	65	48	91	90	67	51	76	65	55	47	100*	78	76	71	100	89
Record player, records, or rhythm instruments	86*	68	97	96	57	52	88	96	63	44	70	68	51	48	91	76	79	60	96	88
Storytime, finger play, or singing	90*	59	98	93	63*	38	89	92	66*	39	77*	54	55	39	96*	63	79	62	98	85
Sandbox, water table, sand or water toys	91	75	100	95	68	48	90	90	67	52	70	69	60	44	97	81	73	73	96	92
Plants, pet fish, or bird	78	82	95	98	58	53	89	92	60	55	66	72	51	49	94	81	80	68	97	91
Television or radio	81	79	97	95	57	47	88	100	60	47	71	65	52	41	89	77	74	71	95	88
Fenced outdoor play area with swing, slide, climbing gym, or riding toys	85	76	98	95	60	50	88	93	66	49	66	73	56	44	90	83	78	68	97	90
Beds, cots, or mats, and cover for rest and sleep	82	75	97	95	55	55	87	100	59	53	69	68	57	26	91	74	75	68	95	89

*INDICATES A Chi-Square value significant at $p < .05$

Y = Yes, the item was present in the child care setting

N = No, the item was not present in the child care setting

shows that the presence (Y) or absence (N) of recommended basic child care items in the setting has a significant association with student performance on specific skill areas on the kindergarten readiness assessment. The data suggest that in terms of performance on the Ready Steps Language Survey, it is more favorable for children in the in-home child care settings to have child-size equipment and furnishings, manipulatives for small muscle activities, materials for visual perception, art and sensory perception, dramatic and social play, and verbal communication.

A chi-square value significant at $p < .05$ was obtained for the distribution of child care items in the in-home setting and student performance on Ready Steps Language Survey skills numbers 1, 3, 5, 6, 7, and 8. These skills were auditory discrimination ($X^2(1)=10.596$, $p=.0011$), instructional language ($X^2(1)=4.123$, $p=.0423$), oral language development ($X^2(1)=7.550$, $p=.0060$), listening comprehension ($X^2(1)=6.331$, $p=.0119$), sequencing ($X^2(1)=7.041$, $p=.0080$), and categorizing ($X^2(1)=5.862$, $p=.0155$), respectively. More specifically, the items in the child care setting which were most favorable to kindergarten readiness were child-size equipment and furnishings; lego, tinker toys or beads and string; paints, crayons, scissors and paper; and storytime, fingerplay, or singing. The skills most often associated with the presence of these items in the child care environment were oral language development and categorizing.

What was the relationship of the education of parents to kindergarten readiness?

Another variable in the educational dimension of the child care setting is the education level of the parents. Tables 4 and 5 allow for an examination of the education level of the parents and student performance on the kindergarten readiness assessment.

Insert Tables 4 and 5 about here

DESCRIPTIVE STATISTICS

TABLE 4

EDUCATION OF PARENT(S)/GUARDIAN(S)
CHILD CARE SURVEY SAMPLE (N=136)

Level of Education	Mother		Father	
	N	%	N	%
Less than high school graduate				
Elementary school	2	2	4	4
Some high school	24	20	22	21
High school graduate	29	25	29	27
Vocational school or some college	46	39	33	31
College graduate	11	9	7	7
Beyond college				
Graduate work	6	5	8	7
Doctorate	0	0	3	3
Total Reporting Data	118	100	106	100

TABLE 5

THE EDUCATION LEVEL OF PARENTS AND STUDENT MASTERY OF READY STEPS LANGUAGE SURVEY SKILLS
CHILD CARE SURVEY SAMPLE (N=136)

Education Level of Parents	Number and Percent of Students Mastering Skill																	
	Skill 1		Skill 2		Skill 3		Skill 4		Skill 5		Skill 6		Skill 7		Skill 8		Skill 9		Skill 10	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Less than high school graduate																				
Mother	19	73	23	92	15	58	20	91	11	52	17	81	12	55	21	95	16	76	21	100
Father	21	84	24	100	16	64	23	92	10	43	14	61	9	38	20	80	14	61	20	87
High school graduate																				
Mother	20	69	26	100	12	44	23	89	11	42	14	54	5	19	18	69	14	54	20	80
Father	22	76	27	96	15	54	23	89	16	62	17	65	9	35	22	85	20	77	23	92
Vocational school or some college																				
Mother	42	95	44	100	29	66	42	98	30	70	31	72	26	60	40	93	38	88	41	98
Father	29	91	30	100	19	61	28	93	18	60	23	77	16	53	30	100	25	83	30	100
College graduate																				
Mother	10	91	10	91	8	73	9	90	6	60	8	80	8	80	9	90	9	90	10	100
Father	6	86	6	86	6	86	6	100	6	100	6	100	6	100	6	100	6	100	5	100
Beyond college																				
Mother	6	100	6	100	5	83	6	100	6	100	6	100	6	100	6	100	6	100	5	100
Father	11	100	11	100	8	73	11	100	10	91	9	82	10	91	10	91	11	100	10	100
TOTAL STUDENTS MASTERING SKILL																				
Mother	97/116 (84%)		109/112 (97%)		69/114 (61%)		100/107 (94%)		64/106 (60%)		76/106 (72%)		97/107 (53%)		94/107 (88%)		83/106 (78%)		97/103 (94%)	
Father	89/104 (86%)		98/100 (98%)		64/102 (63%)		91/97 (94%)		60/96 (63%)		69/96 (72%)		50/97 (52%)		88/97 (91%)		76/96 (79%)		88/93 (95%)	

The education levels of the mother(s)/guardian(s) and father(s)/guardian(s) presented in Table 4 indicate that the highest level of education attained for families in the sample ranged from elementary school to doctorate. The greater proportion of the mothers indicated that they were high school graduates (25 percent) or had vocational school or some college (39 percent). Twenty-two percent had less than a high school diploma and 14 percent were college graduates and beyond. While none of the mothers indicated the doctorate level, 53 percent attained a level of education beyond high school. The profile of the education level for the fathers was somewhat similar to that for the mothers in that the largest percent were high school graduates (27 percent). A slightly higher percentage of the fathers had less than a high school diploma (25 percent as compared to 22 percent for mothers), and a somewhat lower percentage attained a level of education beyond high school (48 percent as compared to 53 percent for mothers). However, 3 percent of the fathers indicated the doctorate level of education.

The distribution in Table 5 allows for some observable patterns in the performance of students on the kindergarten readiness assessment in relationship to education of parents. When a degree of statistical significance approaching $p < .05$ was obtained, it was in favor of the education of the mother. The pattern of performance which can be observed is that student mastery of the Ready Steps Language Survey skills is highest above the level of high school graduate and tends to increase as education increases. This pattern of performance is discernible even for those skills which seemed most difficult for entering kindergarten students (skill No. 3, instructional language; skill No. 5, oral language development; and skill No. 6, sequencing.)

What was the relationship of the socioeconomic index of the school to kindergarten readiness?

In support of the pattern of performance established in the distribution of parents' education and kindergarten readiness, the data in Table 6 present another socioeconomic variable, the socioeconomic index for the schools in the sample (SES). Using the percentage of student participation in the free and reduced-priced school lunch program, the schools were stratified by low SES, middle SES, and high SES.

The chi-square analysis for the distribution of SES for the school and kindergarten readiness showed a statistically significant difference in student performance on the Ready Steps Language Survey for skill No. 3, instructional language ($X^2(2)=8.523$, $p=.0141$) and skill No. 7, sequencing ($X^2(2)=12.298$, $p=.0021$). These are two of the kindergarten readiness skills which have been addressed in previous analysis.

Insert Table 6 about here

In order to interpret the findings of the study within the context of the performance for the larger group of kindergarten students, Tables 7 and 8 provide a larger data base.

Insert Tables 7 and 8 about here

The study targets the current kindergarten class of approximately 5500 students. Table 8 presents the performance of total System students on the Ready Steps Language Survey by day care experience. From the total System group, a sample of 23 schools were selected. Table 9 provides performance on the Ready Steps Language Survey by day care experience for students in the 23 schools in the sample.

A comparative analysis of the data in Tables 7 and 8 supports the rationale and focus for the study. A large group of students entered the kindergarten class of 1986-87 with no significant preschool experience (45 percent for the total System and 42 percent for the 23 schools in the sample). Students generally had lower assessment scores for skill

No. 3, instructional language; skill No. 5, oral language development; skill No. 6, listening comprehension, and skill No. 7, sequencing. Students with no significant preschool experience had the greatest difficulty with these skills.

The procedures for the assessment of kindergarten readiness provide that when students encounter initial difficulty with the first three skills, assessment on the other skills is not continued at that time. Both Tables 7 and 8 indicate that more students with no significant preschool experience received non-mastery or were not tested for all of the skills beyond the first three. One of the immediate educational consequences of this type of performance pattern, provided intervention is not successful, is student non-promotion to the next grade level.

TABLE 6

SOCIOECONOMIC INDEX FOR SCHOOL AND STUDENT MASTERY OF READY STEPS LANGUAGE SKILLS
CHILD CARE SURVEY SAMPLE (N=136)

Ready Steps Language Survey Skill	Low SES		Middle SES		High SES		Total Students Mastering Skill	
	N	%	N	%	N	%	N/Total	%
Auditory Discrimination	56	84	36	82	13	93	105/125	84
Following Oral Directions	65	97	39	98	14	100	118/121	98
Instructional Language [a]	33	49	29	69	12	86	77/123	60
General Vocabulary	59	92	35	92	14	100	108/116	93
Oral Language Development	35	55	26	70	11	79	72/115	63
Listening Comprehension	45	70	30	81	9	64	84/115	73
Sequencing [b]	25	39	26	48	11	79	62/116	53
Categorizing	54	84	36	95	13	93	103/116	89
Using Oral Context	46	72	32	87	12	86	90/115	78
Letter Form Discrimination	58	91	33	97	14	100	105/112	94

a X^2 (2) = 8.523, p = .0141

b X^2 (2) = 12.298, p = 0021

TABLE 7

STUDENTS PERFORMANCE ON READY STEPS LANGUAGE SURVEY
BY DAY CARE EXPERIENCE
82 ELEMENTARY SCHOOLS IN SYSTEM

Ready Steps Language Survey Skill	Percent of Student Performance											
	Atlanta Schools Day Care N=813			Non-Atlanta Schools Day Care N=2263			No or Less Than Six Mos. Day Care N=2419			Total Student Performance N=5495		
	M	NM	NT	M	NM	NT	M	NM	NT	M	NM	NT
Auditory Discrimination	91	8	1	92	7	1	80	19	1	87	12	1
Following Oral Directions	97	2	1	98	1	1	93	5	2	96	3	1
Instructional Language	70	28	2	73	26	1	53	45	2	64	35	1
General Vocabulary	90	3	7	93	3	4	82	8	10	88	5	7
Oral Language Development	62	31	7	68	28	4	52	37	11	60	33	7
Listening Comprehension	72	20	8	76	20	4	59	30	11	68	24	8
Sequencing	53	39	8	58	37	5	38	50	12	49	43	8
Categorizing	88	5	7	90	5	5	77	12	11	84	8	8
Using Oral Context	82	11	7	84	11	5	71	18	11	78	14	8
Letter Form Discrimination	90	2	8	93	2	5	85	4	11	89	3	8

M = Mastery of Skill
NM = Non-Mastery of Skill
NT = Not Tested on Skill

TABLE 8

KINDERGARTEN STUDENTS' PERFORMANCE ON READY STEPS LANGUAGE SURVEY
BY DAY CARE EXPERIENCE
23 ELEMENTARY SCHOOLS IN SAMPLE

Ready Steps Language Survey Skill	Percent of Student Performance											
	Atlanta Schools Day Care N=156			Non-Atlanta Schools Day Care N=753			No or Less Than Six Mos. Day Care N=657			Total Student Performance N=1566		
	M	NM	NT	M	NM	NT	M	NM	NT	M	NM	NT
Auditory Discrimination	93	7	--	93	7	--	81	18	1	88	12	--
Following Oral Directions	99	1	--	99	1	--	92	5	3	96	3	1
Instructional Language	72	28	--	76	23	1	55	42	3	67	32	1
General Vocabulary	91	3	6	95	1	4	82	8	10	89	4	7
Oral Language Development	65	29	6	71	25	4	54	35	11	63	30	7
Listening Comprehension	77	17	6	76	20	4	63	27	10	71	22	7
Sequencing	58	36	6	64	32	4	43	46	11	55	38	7
Categorizing	92	2	6	91	5	4	80	10	10	86	7	7
Using Oral Context	88	6	6	86	10	4	72	18	10	80	13	7
Letter Form Discrimination	92	2	6	93	2	5	85	4	11	90	3	7

M = Mastery of Skill
NM = Non-Mastery of Skill
NT = Not Tested on Skill

CONCLUSIONS AND DISCUSSION

In order to address the research question of what variables in the alternative child care settings which operated favorably on kindergarten readiness, the study used the profile of the performance for total system kindergarten students. From system schools, a random sample of 23 schools, stratified by the SES school index was selected. From this subset, parents of 579 kindergarten students with no significant preschool experience were asked to respond to a child care survey.

It should be emphasized that the findings reported in the study represent only an initial examination of the data base which is being generated for this group of kindergarten students. From the initial sampling, only 32 percent of the survey forms were accounted for, with approximately 25 percent of the returned survey forms consisting of usable data. Some of the problems encountered in the initial sampling were incorrect addresses and phone numbers, student transfers, and ineligible sample (children with substantial amounts of group-based care). Missing data were a lesser problem, as families who responded not only answered the questions but added many comments which yielded much clarification to their responses. (Excerpts of comments are included in the Appendix.) Consequently, the sample size will increase as a result of the follow-up efforts, and an end-of-the-year analysis will be compared with the initial findings presented in this paper.

When attention is focused on the findings of the study, several areas seem worthy of further research. The findings of the study suggest that when children are not in the conventional types of group-based child care arrangements away from home, they are in the full-time care of the parent(s) or guardian(s). This finding seems contrary to the literature which documents the great need for child care because of increased labor market participation of women. The researcher's pre study notion was that families of students in the Atlanta School System were creating a variety of alternative child care arrangements outside of the parent-child bond. This assumption was substantiated for

that group of families who used child care away from child's home and care in child's home by someone other than the parent(s) or guardian(s).

If we find that a substantial number of parents are not in the workforce and do provide virtually full-time child care during the child's preschool years, it would be a worthwhile effort to intensify the communications network with the parents of the potential kindergarten students, similarly to the information sharing network with day care centers and group-based programs in the conventional child care delivery system.

This study targeted the parents of children who had no significant preschool experience prior to entering kindergarten. Even though the word "day care" was avoided, the most interesting finding was that parents seemed not to consider what they did with their children at home as "child care." Comments alluded to the notion that "my child did not have child care . . . I cared for him at home."

The findings, overall, allowed for the identification of some variables in the alternative child care arrangements which would help public education plan more effectively to serve both the population of students who attended formal preschool programs as well as those who were from the alternative child care delivery system. While students with preschool experience performed on the average more successfully on the Ready Steps Language Survey skills than students with no preschool, the pattern of high and low performance occurred for the same skills. Both groups indicated instructional needs for instructional language, oral language development, and sequencing. Of the large group of students with no preschool experience is a subgroup who enter school functioning equally as well as their day care counterparts within the same school.

The general descriptive characteristics of the alternative child care arrangement indicated that most of the families employed child care arrangements in the child's home with the parent(s) or guardian(s) as the primary caregivers. In the absence of the parents and guardians, several combinations of caregiver arrangements utilized other family members, babysitters or housekeepers, friend or neighbor, drop-in or part-time care.

Children in arrangements outside of the parent-child bond were usually age 3 through 5, attended 5 days per week, from 7 to 9 hours per day, from 6 months to a year or more, and at a usual cost of 21 to 40 dollars per week for 1 or more children. The arrangements between the family and caregivers were informal in nature and outside of the practices generally adhered to in licensed, regulated child care facilities. Some of the arrangements were at no cost. Families were generally very much or entirely satisfied with the child care arrangements (73 percent), and a small group (19 percent) indicated that they were less satisfied and would have preferred another type of child care arrangement.

In explaining the combination of variables which contributed to the educational dimension or quality of the learning environment in the child care setting, promising findings were obtained from the chi-square analysis of the distributions of kindergarten readiness scores and several variables — specific items of equipment, materials, and furnishings in the child care setting, the SES index for the school, and the educational level of the parents showed observable patterns favorable to the education of the mother.

Even though several factors limit the broad generalization of the initial findings of the study, the findings have relevance to educational practices when interpreted in the context of the general descriptive characteristics, the pattern of performance and the achievement expectations for the current 1986-87 kindergarten class in the Atlanta Public Schools. Replication of the study in a broader scope has promise for more definitive results.

CHILD CARE SURVEY — COMMENTS

In Child's Home

I. **General expressions of the value or satisfaction with the child care arrangement.**

My daughter received all of her child care at home . . . and it was a wonderful and loving experience for all of us to prepare her for enrolling in school . . . and it has not stopped.

My son was never in day care. I feel he is a better and happier child because he spent that time at home. My first child did go to day care, she did not always enjoy the other children.

Mother provided from birth, every day, 24 hours, 7 days a week. He is eager to know more love and to work with his hands.

I feel thankful that I was able to stay home with my child. I believe that I was able to provide the best early learning experience for my child.

I was entirely satisfied . . . I kept my own child.

I am a single parent (mother). My child went through the WIN Program for 3 or 4 months while I was in job training. Now my child is in school. They take tests . . . learning to count to 30 and learning alphabets, address, phone number, birthdate, city and state . . . and lots more for a child in kindergarten to learn.

Child attended preschool (for few months) . . . I've not really considered it child care since I am a non-working mother and the father is home 4 days a week.

Children need lots of attention and love. Most of this should come from the parent. It makes the child feel more secure. Parents should become more involved in their child's learning process. This makes the child want to learn even more. You have to be very patient. Don't pressure the child to meet your standards. Let them progress at their own pace. Make learning fun for them and they will want to learn.

Preferred child to attend day care center. They attended Summer Bible School where they did some cutting, coloring, etc.

One advantage of keeping children in their home is the opportunity to shape values and beliefs before sending them out among so many diversified cultures, beliefs, etc.

I wish I could have them in a day care center and better arrangements for outdoor playing.

Child care is a constant headache, in home as well as out of the home. Had five different sitters last year.

I feel that if the parents can't keep the child, they should be put in a day care because it prepares them for school more so than a family member.

II. **General interpretation of child care as meaning day care or care away from child's home.**

I did not need child care. I kept my own daughter at home. I do not have but one child. I was teaching my child before she started school. She is in school, kindergarten.

Don't need child care.

I am the person . . . I am his mother . . . I have kept him at home with me.

Did not need child care. Very much satisfied because our child stayed home with us until kindergarten. All the education she learned before was taught by her mom and dad. Right now her first year in kindergarten is going just GREAT! Hopefully, she'll be gifted like her brother.

I don't have comments because my child has never been in child care.

Child care is necessary for women who have to work to support themselves and their children. This survey is important so you can set rules for the city and State child care centers.

No comments. Child has never been in child care. My younger sister, age 26, has always kept my children for me to work.

III. **General expressions of needs, suggestions and other comments.**

Child care at home . . . need after school program for working mothers so kids won't come home alone.

I think each parent should question and ask for references when putting someone in care of their child.

Our predicament was such that our child was cared for both outside of the home and in the home. A scarcity of caregivers, day care homes, father, aunt, in-laws . . . Child was cared for some times outside of the home and other times at home. I would have preferred not to have the changes.

I could not afford to send . . . to day care, and his birthdate was late for kindergarten.

Child care is important because if you treat a child with proper care it helps them to establish a better role for himself in life. Child Care Survey helps teachers understand how well the parents know the child.

It is too expensive to put kids in day care. Child was at home 24 hours everyday.

Grandmother cared for child in family's home. I wish child care was around for my older daughter 10 years old.

I had to pay for the entire week even if I only wanted part-time care, but I could understand the position of the day care in that they had to have that policy. At five years old I would have sent my child to a day care program part-time, even if I was at home.

I cannot help feeling sorry for the infants and very small children who spend the entire day in a day care center.

IV. **General reactions to the Child Care Survey.**

I would like to have more information on this survey, because I didn't understand what it was really talking about. I kept child at home.

I did not understand what this (child care survey) is for.

I think it is a good idea to find out what parents go through with their kids and what they can provide for the child before school . . . I also think better care is in the home, if there are two parents . . . until preschool.

I think good child care is very important for your child before school and after, and the child care survey is an excellent idea.

I think the survey is a good idea. I don't too much trust child care away from home.

I think surveys are good. You have to ask questions to find answers to better help the children. Child care is good, but very expensive and would be difficult I think for most families to provide financially. It definitely drains money from household living and most families whose parents need to work have no choice.

The survey is good for the School System to find out more about the child personally. I hope that I helped all the small children of today for they are adults of tomorrow.

I think it is very good. I care about the survey.

The survey gave me good suggestions on equipping my preschooler's play area at home to enhance their learning and developmental skills. Survey question #15 helped me to realize the importance of getting these facts from the preschool in lieu of assuming all standards are met due to the reputation of the school for having a good program.

Away From Child's Home

I. **General expressions of the value or satisfaction with the child care arrangement.**

Child care is needed at an age before the child becomes one so that the mother can go to work to earn a living for the family. Most families rely on the extra income of the mother.

My child was at (program). I felt that he did not learn enough there.

I would like to say that in her child care days, I would never work more than six months at a time, then stay home. I was still married and my spouse helped.

While in the military . . . attended preschool for 2 hours daily. Also used babysitters and housekeepers.

Had child care for three months with babysitters before kindergarten. would have preferred a nursery.

I would like a copy of the outcome of this survey. I would have put my own son in a nursery, but I was very happy with my babysitter. So, I decided to teach him myself which worked out fine because he is up to par with his classmates.

My daughter stayed with her grandmother during the day while her father and I worked. I have no complaints with her child care.

My babysitter is my sister and I am very much satisfied with her. She is very relaxed with keeping them. She helps them with their school work and I can depend on her all of the time.

Cared for my other family members. Wish we had put her into an early learning center.

Was cared for by friend. I should have enrolled her in a day care center.

As long as the child is safe, happy, secure place, and the child is happy and well provided for . . . I'm happy.

II. **General expressions of needs, suggestions and other comments.**

Child care fields should be regulated by the city, state, or government when parents must work to support their families. parents should not be charged when a child is unable to attend (the program) for whatever reason.

Need more inspection of day care centers to enforce standards.

Since I started working at night, I really do need child care. I sometimes work 16 to 20 hours a ?. The weekend is the only time I might see them, and then that's sometimes. I guess you can say that child care is like having a second mother.

IV. **General reactions to child care survey.**

I think that it's good to find out how other kids are learning, so there can be help for other kids. All need a good education, and it helps to get a year's learning before school.

I hope the results will be used to provide reliable, affordable and child-enriching day care by the private sector. Parents from our present - their children are our future.

As a non-working mother that needs child care, it (the survey) didn't address itself to child care on a regular but drop-in basis.

I feel that this survey is good public relations to get an understanding of how our children are properly cared for.

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READY STEPS LANGUAGE SURVEY

Hillerich, Robert L. and Johnson, Timothy G. (1986)
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TEST	SKILL AREAS
1. AUDITORY DISCRIMINATION	. . . hear the differences between beginning sounds (coat or goat?
2. FOLLOWING ORAL DIRECTIONS	. . . perform simple tasks involving one-, two-, and three-step directions?
3. INSTRUCTIONAL LANGUAGE	. . . Understand instructional words commonly used in kindergarten and first-grade reading programs (words such as on, under, above, in)?
4. GENERAL VOCABULARY	. . . Name common objects typically pictured in a pre-reading program?
5. ORAL LANGUAGE DEVELOPMENT	. . . express ideas in sentences that include more than a noun and a verb?
6. LISTENING COMPREHENSION	. . . listen to a selection and recall significant details?
7. SEQUENCING	. . . recognize sequence of events in a pictured story?
8. CATEGORIZING	. . . sort or classify things that are similar in some way?
9. USING ORAL CONTEXT	. . . supply a missing word when oral context is given?
10. LETTER FORM DISCRIMINATION	. . . notice minor differences between letter forms — both lower-case and capitals?

CHILD CARE SURVEY

INSTRUCTIONS:

Describe the child care arrangement made for your child, during the day on weekdays, the year before child entered kindergarten. Please use a check mark (✓) for your answer.

PART A -- Answer all questions 1 through 7 which apply.

1. Where was child care provided most of the time?

   _____ In child's home
   _____ Away from child's home

2. Who provided child care most of the time?

   _____ Parent(s) or guardian(s)
   _____ Other family member
   _____ Babysitter or housekeeper
   _____ Friend or neighbor
   _____ In the home of another family
   _____ Day care provided by parent's work place
   _____ Other (please state) _____

3. How many children were at the place of child care?

   _____ My kindergarten child, only
   _____ 2 to 3 children
   _____ 4 to 5 children
   _____ 6 to 7 children
   _____ 8 to 9 children
   _____ 10 or more children

4. What were the ages of the children at the place of child care?

   _____ Less than 1 year
   _____ 1 to 2 years
   _____ 3 to 5 years
   _____ 6 years or older

5. How many adults, 18 years or older, cared for the children at the place of child care?

   _____ 1 adult
   _____ 2 adults
   _____ 3 adults
   _____ 4 adults
   _____ 5 or more adults

6. Which of the following equipment and materials were at the place of child care?

____Yes	No____	Unknown____	Child-size tables, chairs, or furnishings
____Yes	No____	Unknown____	Blocks, balls, hoops, puzzles, or peg board and pegs
____Yes	No____	Unknown____	Lego, tinker toys, or beads and string
____Yes	No____	Unknown____	Transportation toys (truck, train, airplane, or wagon)
____Yes	No____	Unknown____	Paint, crayons, clay, or glue
____Yes	No____	Unknown____	Pencils, paint brushes, or child-size scissors
____Yes	No____	Unknown____	Paper for writing, drawing, painting, or cutting
____Yes	No____	Unknown____	Dolls, doll clothing, dress-up clothing, or costumes
____Yes	No____	Unknown____	Housekeeping toys (stove, sink, refrigerator, pots, pans, broom, mop, or dust pan)
____Yes	No____	Unknown____	Picture books, story books, or magazines
____Yes	No____	Unknown____	Puppets, flannel board, story or picture cut-outs
____Yes	No____	Unknown____	Record player, records, or rhythm instruments
____Yes	No____	Unknown____	Storytime, finger play, or singing
____Yes	No____	Unknown____	Sandbox, water table, sand or water toys
____Yes	No____	Unknown____	Plants, pet fish, or bird
____Yes	No____	Unknown____	Television or radio
____Yes	No____	Unknown____	Fenced outdoor play area with swing, slide, climbing gym, or riding toys
____Yes	No____	Unknown____	Beds, cots, or mats, and cover for rest and sleep

7. How satisfied, overall, were you with the child care arrangement for your child?

_____ Entirely satisfied
_____ Very much satisfied
_____ Satisfied
_____ Somewhat satisfied
_____ Not satisfied
_____ Would have preferred a different arrangement for child care. (Please explain.)

_____

PART B -- If child care was provided by someone other than the parent(s) or guardian(s), please answer questions 8 through 15.

8. Why was child care needed?

_____ Employment of parent(s) or guardian(s)
_____ School or job training of parent(s) or guardian(s)
_____ Illness, disability, or family problem
_____ Education of the child
_____ Other (please state) _____

9. How many days per week was child care provided?

_____ 1 to 2 days
_____ 3 to 4 days
_____ 5 days
_____ More than 5 days
_____ Other (please state) _____

10. How many hours per day was child care provided?

_____ Between 1 and 3 hours
_____ Between 3 and 5 hours
_____ Between 5 and 7 hours
_____ Between 7 and 9 hours
_____ More than 9 hours
_____ Other (please state) _____

11. How many months was child care provided?

_____ Less than 6 months
_____ 6 months to a year
_____ More than 1 year
_____ Other (please state) _____

12. Which meals were served to your child while in child care?

_____ Breakfast
_____ Morning snack
_____ Lunch
_____ Afternoon snack
_____ Dinner
_____ None

13. Who provided transportation to and from child care most of the time?

_____ Parent(s) or guardian(s)
_____ Other family member
_____ Child care person or program
_____ Other (please state) _____

14. What was the usual cost per week for child care?

_____ $1 to $10 per week
_____ $11 to $20 per week
_____ $21 to $30 per week
_____ $31 to $40 per week
_____ More than $40 per week
_____ No cost
_____ Other (please state) _____

15. Which of the following statements best describe the person(s) who usually cared for your child? Check Yes or No to each statement.

The person who cared for my child most of the time,

_____Yes No_____ Asked me for information to fill out an enrollment or registration form

_____Yes No_____ Asked me for a health statement for my child

_____Yes No_____ Discussed with me the daily schedule for my child

_____Yes No_____ Discussed with me what was to be done for illness or emergency for my child

_____Yes No_____ Discussed with me how my child was to be disciplined

_____Yes No_____ Discussed with me the things that my child was learning

_____Yes No_____ Gave me activities to do with my child at home

_____Yes No_____ Discussed with me his/her training or experience in child care

_____Yes No_____ Had available for me to see a current license or certificate to operate a child care service